

DIVISION OF WILDLIFE CONSERVATION

CHARTER: WILDLIFE EDUCATION WORK GROUP

I. BACKGROUND:

The Division of Wildlife Conservation (DWC) initiated a strategic planning effort in 1995 to identify and pursue needs, goals, and objectives associated with conserving Alaska's wildlife and serving the public. Efforts began with developing a Division PEER Group (a cross-section of staff appointed to 2-year terms to address internal issues and concerns) and a Division Management Team (DMT) (a 9-member group of regional, divisional, and program managers).

The PEER Group and DMT met jointly on two occasions during 1999 – 2000 to outline steps for developing the division's strategic plan. They agreed that the first step was to involve staff in developing vision, mission, guiding philosophy and values, and general goals for the division. This was accomplished at regional staff meetings held during December 1999 – January 2000. Elements identified and approved by staff will provide guidance for the division as additional strategic planning elements are developed.

To help the division identify and respond to the wide array of conservation needs and public interests, the PEER Group and DMT proposed developing staff work groups to consider needs, goals, and objectives associated with six subject areas. These areas, reviewed and discussed with DWC staff, include: (1) Administrative Support / Human Resources, (2) Education, (3) Existing Game Management & Research, (4) Nongame Management & Research, (5) Public Service, and (6) Watchable Wildlife.

DWC's educational programs and opportunities have varied throughout its existence, influenced largely by available funding. The division's education program currently includes Project WILD, the Alaska Wildlife Curriculum, Hunter Information and Training (HIT), Becoming an Outdoor Woman (BOW), adult and youth presentations by division staff, kits and materials for loan to schools (i.e., skulls, pelts), interpretive programs (i.e., Creamer's Refuge), field experiences with biologists, Web pages, and videos.

In 1994, the division held a seminar entitled, "Education as a Resource Management Tool." The purpose of the seminar was to align educational efforts with division goals and coordinate educational efforts statewide. Results from the seminar are reported in "*Using Education as a Resource Management Tool*." This report will be provided to each work group member as preparatory and support material.

In 1995, an Assistant Wildlife Education Coordinator was hired to provide additional support to the statewide Wildlife Education Coordinator. However, as a result of budget

cuts, the Wildlife Education Coordinator position was eliminated in the spring of 1996. Project WILD and the Alaska Wildlife Curriculum were the only formal statewide programs remaining, and educational efforts continued on a region-by-region basis without any statewide coordination.

To date, nothing has been done to assess the effectiveness of the division's local, regional, and divisional education efforts. Coordination across regional boundaries has been minimal and the degree to which educational efforts support our division vision and mission are unclear.

The Education work group will consist of 10 staff members with knowledge and interest in the subject. Two DMT members will serve on the group and non-division individuals (i.e., staff from other divisions) may be included following approval by the DMT. The work group will be provided with a facilitator and recorder, and the DMT will select two co-chairs from among the group's membership.

The DMT places high priority on the division's strategic planning effort and is committed to providing necessary resources to ensure its success. This charter outlines the charge and expectations for the *Wildlife Education Work Group*.

II. VISION, MISSION, GUIDING PHILOSOPHY AND VALUES, & GOALS:

The vision, mission, guiding philosophy and values, and goals noted below will help guide the efforts of this work group.

Vision: Excellence in wildlife conservation and public service.

Mission: Conserve and enhance Alaska's wildlife and habitats and provide for a wide range of public uses and benefits.

Guiding Philosophy and Values: The Division of Wildlife Conservation recognizes wildlife as a public trust belonging to all Alaskans. We respect the diversity of public values associated with wildlife and support uses that reflect public support and sound principles of conservation. We are an organization of individuals committed to interacting professionally with one another and the public and to using scientific data and public input to conserve Alaska's wildlife.

Goals:

- (1) Extend and improve services, opportunities, and outreach to all wildlife users.
- (2) Maintain and enhance our high level of wildlife research and management expertise.
- (3) Improve our internal effectiveness and efficiency.
- (4) Promote public participation in decision-making.
- (5) Develop methods to deal with dual management of our wildlife resources and work for resumption of state management.

III. GROUP IDENTITY:

The *Education Work Group* will function as a “task force.” When its work is completed the group will be dissolved, although members may be asked to reconvene to evaluate the developed program in the future and recommend modifications as necessary.

IV. PROBLEM:

Informed people are expected to have a greater understanding and appreciation of their wildlife, principles of conservation, and the division’s role than are uninformed people. DWC presently lacks a division-wide vision and strategy for informing the public about its role, for identifying and providing useful and desirable educational information, and equipping the public to make knowledgeable and informed decisions about wildlife conservation and management. The division further lacks an organized, targeted approach for maximizing its limited resources to best provide the public with educational materials and information.

V. CHARGE:

The charge to the *Education Work Group* is to identify and prioritize educational needs and resources, outline strategies for providing them, and estimate human and monetary costs associated with providing them. The group should focus on internal perspectives and recommendations (i.e., within the department), but should also identify external sources for future input (i.e., public individuals or groups).

VI. GENERAL GOAL:

Inform the public about DWC’s role and programs, and extend and improve educational programs and opportunities for the public to learn about wildlife conservation, uses, and management.

VII. OBJECTIVES:

- Identify and prioritize wildlife-related educational opportunities and programs, as perceived internally.
- Identify external sources from whom to solicit future input on educational needs and opportunities.
- Draft a plan for structuring and implementing educational programs and opportunities within DWC, including possible collaboration with other divisions.
- Identify numbers of personnel and positions needed to provide educational opportunities and programs to the public, along with recommendations on where personnel should be located.
- Roughly estimate costs associated with providing educational programs and opportunities.

VIII. ROLES AND EXPECTATIONS:

Members:

- Bring ideas and insights from staff to meetings for inclusion in discussions.
- Become familiar with past and existing ADF&G educational programs, the educational efforts of DWC staff in their communities, and ADF&G educational materials. Review “*Using Education as a Resource Management Tool.*”

- Ensure the facilitator remains neutral and sticks strictly to meeting process.
- Ensure the recorder accurately and completely captures salient points on flip charts (group memory).
- Respect fellow group members and listen to their ideas and perspectives.
- Draft and distribute meeting summaries as assigned by the co-chairs.

Co-chairs:

- Coordinate logistics, including facilities procurement and meeting scheduling.
- Meet with the facilitator prior to meetings to develop agendas, identify purposes and desired outcomes, and design processes to achieve them.
- Distribute agendas to group members prior to meetings.
- Together with the facilitator, ensure the group stays focussed on relevant issues.
- Ensure meeting summaries are drafted and distributed, either personally or by designated group members.
- Together with Diana Ground, track budget balances.

DMT representatives:

- Serve as a liaison with the DMT and share group decisions/progress with all DMT members during meetings or teleconferences.
- Provide the group with a broad, division-wide perspective on the entire planning process.
- Make sure the group doesn't stray outside established confines and sideboards set by the DMT.
- Work with group members' supervisors when necessary to resolve time-allocation issues.
- Help resolve conflicts that affect the group's progress or success.

Facilitator:

- Meet with the co-chairs prior to the meeting to develop agendas, identify purposes and desired outcomes, and design processes to achieve them.
- Help the group focus their energies on their outlined tasks during meetings.
- Suggest alternative methods and procedures.
- Protect individuals and their ideas from attack.
- Encourage participation.
- Ensure ideas and decisions are accurately and completely captured by the group's recorder.
- Help the group find win/win solutions.

Recorder:

- Accurately and completely capture group ideas and decisions on visible flip charts (group memory).
- Number and organize flip chart pages.

IX. RESPONSIBILITIES & PROCESS OBJECTIVES:

Work Group: The work group will interact directly with the DMT. Work group members will be given full access to all DMT members both during formally scheduled meetings and informally as questions or needs arise. Specific responsibilities and processes include:

- Identifying educational needs associated with wildlife in Alaska. This should include a brief review of existing programs and opportunities, with recommendations and justification for retaining, modifying, or eliminating them.
- Outlining strategies/programs needed to deliver identified educational information and opportunities to the public.
- Developing human and monetary resource cost estimates for annually providing educational programs and opportunities to the public.
- Determining the group's need for assistance from DWC staff not specifically appointed to the work group and submitting these needs to the DMT for consideration.
- Determining the group's need for assistance or involvement by individuals from outside the division and submitting these needs to the DMT for consideration.

Division Management Team: The DMT will oversee the work group's efforts and provide timely responses to questions and requests. Specific responsibilities and processes include:

- Providing the work group with two DMT members to serve as liaisons between the group and the DMT.
- Providing the work group with a facilitator and meeting recorder.
- Providing oversight and timely answers and direction to the work group.
- Providing funding for the work group's activities.
- Ensuring staff is provided opportunities to comment on and contribute to the development of educational programs and opportunities.

X. AUTHORITIES:

Work Group: All work group members have equal status with one another. The work group has the authority to:

- Spend approved funds in ways deemed appropriate to accomplish the group's charge.
- Recommend additional individuals to serve or participate with the group.
- Make recommendations to the DMT.

Division Management Team: The DMT has the authority to:

- Accept or reject work group recommendations, including recommendations of involvement by individuals from within or outside the division.
- Add or replace group members.

XI. WORK GROUP MEMBERS, RESOURCES, AND CONSTRAINTS:

- Appointed DWC staff members include Robin Dublin (co-chair), Cathie Harms, Matt Kirchhoff (co-chair), Larry Lewis, Kirk Lingofelt, Anne Post, Mark Ross, Brad Scotton, Roger Seavoy, and John Trent.
- The DMT representatives/liaisons for this group are John Coady and Wayne Regelin.

- For this work group, Cindi Loker will serve as facilitator and Teri Arnold will serve as recorder.
- The work group will have an initial operating budget of \$10,000. Additional funds may be made available, but must first be approved by the DMT.

XII. EXPECTED PRODUCTS AND STANDARDS:

- The work group is expected to produce a report that includes descriptions of prioritized educational programs and opportunities that DWC should provide to the public, locations where these should be provided, and estimated staffing and operational costs required to provide them.
- The group should ensure that educational programs and opportunities are appropriate for targeted audiences in various parts of the state, from urban to rural.

XIII. OPERATING PROCEDURES:

- The work group will strive for consensus, but if consensus cannot be achieved in a reasonable amount of time the group will take a majority vote and report both the majority option and other identified options to the DMT.
- All written documents prepared by the work group, including meeting summaries, will be provided to all DMT members.
- DMT members serving on the work group will provide verbal updates to the full DMT membership during DMT meetings or teleconferences. Other group members may address or be present at DMT meetings/teleconferences when this project is discussed.
- The group should hold meetings in communities and facilities where costs are minimized.
- Work group members will only accept tasks that they can realistically complete within specified timeframes. When appropriate, subcommittees will be formed to accomplish tasks too large or complex for individual members.
- Every effort should be made to schedule meetings/teleconferences when all members are available. If this is not possible, the work group will meet with a minimum of 70% of its membership.

XIV. WORKLOAD OF GROUP MEMBERS AND OTHER STAFF:

- The DMT expects group members to attend meetings and complete assignments within agreed upon time frames.
- Work group members should meet with their respective supervisor to adjust their duties and annual work plan as necessary.
- The DMT is aware of staff workloads and will consider suggestions for accommodating work group members' schedules and needs.

XV. SCHEDULE AND TIME FRAME:

- The work group will begin with a three-day face-to-face meeting.

- The group will meet at least once each month for 10 months via teleconference following the initial meeting. Teleconferences will last 1 - 2 hours each. As needed, the group will come together for one or two additional face-to-face meetings.
- After 10 months of work, the group will provide a draft report addressing educational strategies/programs to the DMT for review.
- Work group members will likely spend 60 - 70 hours working on this project. Co-chairs, DMT representatives, and facilitators will likely spend an additional 15 - 20 hours.

XVI. MONITORING AND EVALUATING:

- Group members will record time they spend on this project under a “strategic planning” code on their timesheets.
- The group’s co-chairs and DMT representatives will monitor group assignments and ensure follow-through.
- The DMT representatives will discuss with members their contributions to the group and will provide members’ supervisors with input for annual performance evaluations.
- Monitoring and evaluating the group’s progress will be measured by the group’s ability to complete specific objectives by scheduled target dates.
- Group members will review the group’s progress and make recommendations to the DMT for changes to the charter or schedule on a quarterly basis, beginning once the group meets for the first time.
- Results and progress of the group will be reported to the DMT during scheduled meetings or teleconferences.
- The group’s co-chairs and DMT representatives will ensure that the group’s successes and contributions are recognized and acknowledged through the DWC News or other appropriate outlets.

Last revised 9/25/00

APPENDIX B Presentations by Becoming an Outdoorswoman; Hunter Information & Training; AK Wildlife Curriculum/Project WILD; and Web Page.

These presentations were offered as background information for the working group. It is apparent that increased communication regarding these programs will further their efforts and strengthen them. Each presenter was asked to provide background, current information and provide ideas for programmatic growth.

Becoming an Outdoorswoman

- History: First workshop in Wisconsin in 1990 after a symposium identified that most barriers perceived by women to participation in outdoor activities related to “lack of knowledge.” Alaska hosted first workshop in 1995, ninth workshop scheduled for June 8-10, 2001.
- Goal: To allow participants to learn skills relating to outdoor activities of their choice. During a weekend workshop, about 30 3½-hour hands-on classes are offered, participants choose four classes to attend. One third of classes feature shooting or hunting, one third feature fishing, one third features other outdoor skills (survival, camping, backpacking, canoeing, Dutch oven cooking, map & compass, rock climbing, etc.) Classes are designed for the geographic area where workshop is presented.
- Audience: adults (18 years or older). Males can and do attend, title comes from providing atmosphere in which women learn best (positive, supportive, relatively low competition)
- Funding: Tuition is paid to Hunter Heritage Foundation, which covers most supplies and expenses, ADFG covers staff time for coordination, printing and phone calls.
- BOW workshops depend on partnerships generated between ADF&G and organizations, clubs, businesses, other agencies and individuals. Most instructors have asked to teach again, organizations repeat contributions, and businesses donate annually.
- International program focused on introduction to outdoor skills. Permission must be obtained and maintained from international headquarters. A trained coordinator is required.
- Advanced education is not available through BOW, but is through “Beyond BOW” classes (see end of list).
- 3 major “rules:” 1. Safety is first, 2. Have Fun and 3. No Politics allowed during this weekend (rule 3 eliminates value judgments and debates about the outdoors)
- Workshops currently occur in Region III on an annual basis. Workshops have been conducted in Regions I, II and III, and demand is high in Regions I and II. Participants are limited to 100 per workshop.
- Instructors are volunteers, and include professional teachers, guides, youth group leaders, and outdoor enthusiasts. Fish and Game staff members teach some classes. Instructor training is offered prior to workshops.
- We are investigating offering continuing education credit through the University of Alaska. About 15 other states currently offer credit for BOW workshops.

- All classes are introductory level. Instructors provide a syllabus or list of where to get more information on the subject including books, magazines, websites, clubs, organizations, stores, etc.
- Initially, returning student ratios were high. Advantage is now given to first time participants, and current returning participation is now 10%.
- Program strengths: Quality training, tremendous demand and appreciation, extremely receptive audience, recognition and on-going interest by the outdoor community, strong working partnerships with other agencies, organizations, businesses.
- Program weaknesses: Regional limitations, lack of regional coordinators, Limited commitment in regions. Demand is sufficient to offer three workshops per year in different parts of the state, only one is regularly offered in the Interior. High turnover rate of military and other residents, so demand is ongoing. Rural/urban challenges in implementation. Lack of internal understanding of program (some believe it is a hunting-oriented program, yet hunting is less than one third of focus), lack of data on current use (at least 4 states have had Master's thesis analyze BOW effects, Alaska hasn't had a good summary or analysis yet).
- Program growth with resurrection of statewide BOW coordinator to manage and implement programs: With support from regions, coordinator could plan several workshops per year OR saturate one region per year and rotate through the state.
- Program growth with 4 regional educators and a statewide coordinator: workshops could be offered in each region based on demand. Coordination between regions would allow plans for winter skills vs. summer skills, etc.

Beyond BOW

- More flexible than BOW program, no set schedule or formula. Any class aimed at any audience at any level can be considered "Beyond BOW." The title allows connections to be made to the very successful BOW program, and is a logical "next step" for BOW graduates to attend.
- Beyond BOW classes scheduled for Region III in 2001 include Family Ice Fishing, Moose Hunting for Women, Family Fishing Week, Canoe Paddle with a local paddling club, Women's Shotgun Sampler, and Moose Calling and Viewing.

Hunter Information and Training/Hunter Education

- Both programs are housed under one "roof" funded specifically by Pittman-Robinson fund with federal guidelines.
- Hunter Services has become Hunter Information and Training (HIT). It is a statewide program WITHOUT federal guidelines and uses a pay-as-you-go format (user fees) in cooperation with the Hunter Heritage Foundation (ADF&G MOU with the AOC)
- Projects include publications (Hunt Alaska, meat care videos) clinics for 1,000 Hunter Education students and specialty courses (black powder, steel shot, etc.)
- Direct marketing is used to promote many program components
- Long term goals/with list: an educational facility and a net gain in shooting sport participation

- Hunter Education (\$40,000 FY) is 25% of the overall HIT/HE program. Total is over \$200,000 in operating costs.
- HIT is evolving into a regionalized program because of problems in organizational structure, communication and lack of clear authoritative lines.
- Recommends a statewide I&E program.
- Surveying the public- the broad public is crucial (example: information gained through hunter surveys in the past)

Project WILD, Alaska Wildlife Curriculum, Educational Kits, Teacher Support

- Goals: (1) To assist the public in developing awareness, knowledge, skills and commitment that will result in informed decisions, responsible behavior, and constructive actions concerning Alaska's wildlife and ecosystems. (2) To teach the public "how to think", not "what to think".
- Audience (K-12 teachers, aides, school administrators, resource agency educational staff, scout and other youth leaders, early childhood development specialists, college/graduate education students, K-12 students)
- Program scope is broad, from awareness and basic ecological principles to issues-based education and problem solving.
- Workshops currently occur in each region, each year for a total of 225 educators a year. From 1983-2000, trained 4,893.
- Facilitators are volunteer, contracted or educational staff from other state and federal agencies.
- Permanent courses in graduate study are offered through UAA
- All materials are correlated to Alaska Department of Education state content standards
- # of educators currently using Project WILD/Alaska Wildlife Curriculum and kits is unknown.
- Project WILD through workshops only. Alaska Wildlife Curriculum is offered for sale, through the library loan system, in kits and workshops.
- Program strengths: Quality materials and training, core facilitator pool, recognition and on-going interest by the educational community, community and ecosystem adaptable, integrated with educational reform, strong working relationship in EE, DOE, Native Educators and districts
- Program weaknesses: Limited staffing to reach 12,000 teachers in 53 school districts statewide. Need for statewide educational staff within each region to implement programs and provide greater depth. High teacher turnover rate. Rural/urban challenges in implementation. Teacher barriers (lack of knowledge, time, experience teaching about wildlife, pressure to focus away from science towards math and LA). Challenge of maintaining facilitator pool, lack of internal understanding of programs, lack of data on current use, limited number of educators trained statewide for effective conservational change
- Program growth: Resurrection of statewide wildlife education coordinator and assistant coordinator to manage and implement programs. Place assistant in FBX to implement northern communities OR use two staff to saturate one region at a

- time and rotate (addresses well aimed shot vs. buckshot approach and combats issues associated with high teacher turnover rates) Double #'s trained.
- **Program growth with 4 educators (one housed in each region) and a statewide coordinator: double efforts in each region, implement all statewide programs in a coordinated way while providing regionally specific information and addressing regional conservation management issues. Work with educators, youth and communities utilizing formal and non-formal techniques. (Best model)**
 - Either of the two above suggestions must include updating materials, retraining facilitators for use of new materials, implementation of strategic plan.)

ADF&G Website Review and Recommendations

DRAFT: March 30, 2001

The Department-wide section of this document represents a general consensus in each of the four areas discussed: (1) Overview, (2) Problems, (3) Goals and Objectives, and (4) the Implementation Plan. The following attachments section provides information from each division outlining their specific ideas for each of these four areas.

Department-wide Overview:

1. The ADF&G website contains thousands of pages providing a wealth of information for a broad range of users: scientists, teachers, journalists, fish and wildlife stakeholders and users, agencies, businesses, our own staff, and the general public.
2. The website has replaced many of the traditional hardcopy educational and informational services previously provided by the Public Communications Section and other divisional information services and sources.
3. The website complements or facilitates many ADF&G projects and programs, in addition to information and education publications and materials.
4. The ADF&G website is critical for many users, providing information that affects people's livelihoods, legal and safe hunting and fishing practices, responsible resource management, and information distribution on current issues. Therefore, accuracy, timely distribution, and accountability are imperative.
5. The need and demand for immediate access and information is accelerating, as is the technology, and sophistication of users. The public now expects and requests information and services through the department's web site. These needs continue to grow. In 1995 we served approximately 5,000 users over the year. Today we serve well over 3,000 users per day.
6. The interest and dedication of a broad range of ADF&G staff have created and maintained the website on a needs basis with little support or direction, and with no long-term planning or department-wide mission. What has evolved is a growing website with a great range of information. Along with "the good" this system has also created: the hard to find, the out-of-date, the inconsistent, and the ugly.

7. **Due to budget reductions over the last several years, web resources and staff have been increasingly taxed. In some cases resources and staff have declined even though demands, and production have greatly increased.**

Department-wide Problems:

1. There is no department-wide mission or plan for the website.
2. The department's science and management credibility and reputation is compromised by widely distributed out of date information, and technologically and graphically out of date web services.
3. Our current website fails to meet one of the five ADF&G Guiding Principles (listed on the web) to, "Maintain the highest standards of scientific integrity and provide the most accurate and current information possible." In addition, the website could better meet the ADF&G Guiding Principle to, "Improve public accessibility to, and encourage active involvement by the public in, the department's decision making processes."
4. All division staff responsible for providing webmaster services are in positions where other duties take priority over their web work.
5. We can no longer adequately maintain the current website or meet future needed web services, demands, and technological advances with our current resources, staff, and staffing structure.
6. The current staffing structure does not allow for policies, standards, and protocol for web design, services, and information objectives to be established, easily distributed, monitored, and enforced.
7. The staffing structure does not allow for needed department-wide changes and revisions to be made; including ADA minimum requirements and/or needed redesign and layout plans.
8. The disparate system does not allow for possible sharing of resources to maximize limited funds and better link internet functions and information.
9. The website does not consistently provide timely information such as news releases, regulation changes, emergency orders, meetings and other public notices, or services on a department wide basis.
10. There are many inconsistencies between divisions and regions as to the information provided, page design, and document security.
11. There is no consistency for staff appointed to webmaster or web maintenance positions. Staff ranges, titles, and expertise vary greatly; clerks, biologists, publications specialists, information officers, computer programmers and etc. have been designated responsibility for webmastering. No minimum requirements, or training exists for those we currently call "webmasters."

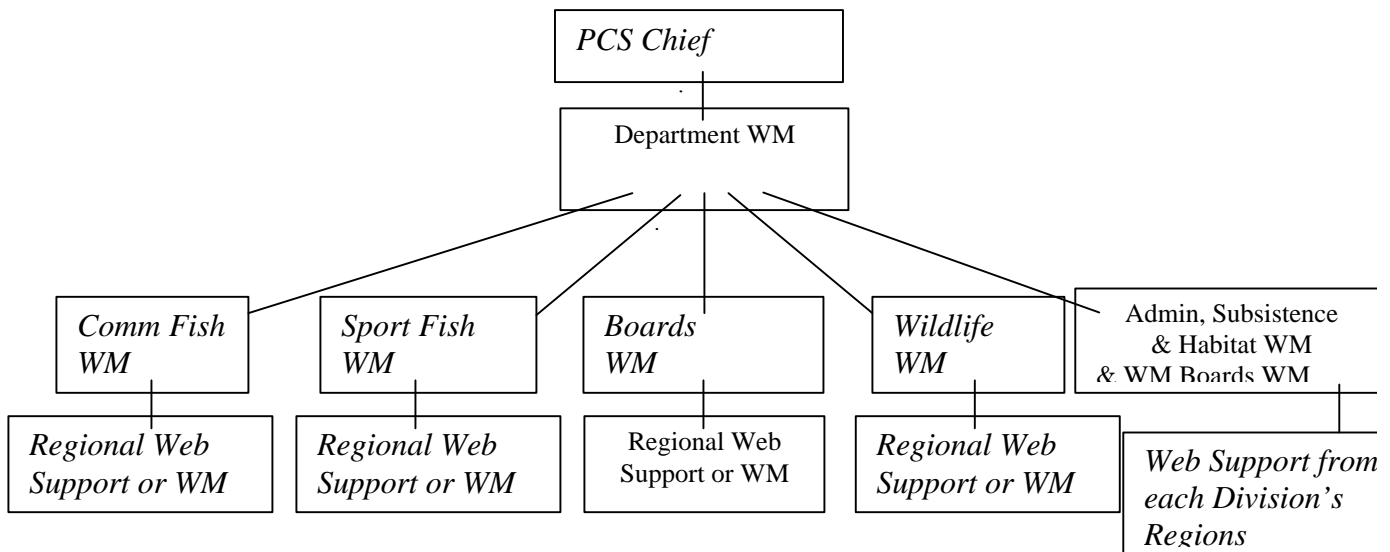
Department-wide General Goals & Objectives:

Department Goal: Provide sufficient funding and resources to enable timely, accurate, common and consistent, responsive, accountable, and technologically-current web information and services.

Department Objectives: To achieve the department goal, the following objectives must be achieved:

1. Adopt and implement a department-wide website mission and plan.

2. Create a staffing structure that provides oversight and authority to implement policies, standards, and protocol for web design and information objectives.
3. Assign web duties to be a top priority for webmaster staff.
4. Identify and provide adequate support through services, training, and funding.
5. Conserve web resources through cooperative use of staff, hardware, software, and information technologies to maximize the benefits of available funds.
6. Designate a fulltime Department Webmaster to serve in the Public Communications Section, and designate fulltime Webmasters for divisions. Some divisions could share a fulltime webmaster as shown in the staffing structure below. Web support staff would not necessarily be dedicated to web duties fulltime.
7. Limit those who may post information on the web. Only those designated as webmasters should have authority to post information on the website. Other staff of varying levels, titles, and expertise may create and or receive direction to create and provide information for the web. However, only those designated as webmasters, and/or web technicians should post information on the website.
8. Implement policies, standards, protocol for web design, protocol for hardware and software purchases, content review, and information objectives through direction and collaboration with the PCS Chief along with input from the Department Webmaster and Divisional webmasters.
9. Have the Department Webmaster provide web content reviews, distribution of policies; standards, protocols, and objectives for the website. The Department WM will also conduct technical and software information updates, and conduct or coordinate meetings and workshops for the webmasters and web technicians. The Department WM would have authority over the issues mention, but not necessarily serve a direct supervisor.
10. Provide a staffing structure that supports the objective with fulltime webmasters and staff who serve as web support in addition to their other duties.



Implementation Plan: It is recommended that:

- The implementation plan be developed by an 8-person team comprised of 1-person from the commissioner's office, and 1-person from each division, and

- The Web Implementation Plan Team finalize their work no later than June 1st, 2001 for presentation and possible approval by Directors.

The Web Implementation Planning Team will:

- Review and make any needed amendments to the “ADF&G Website Review and Recommendations”
- Prioritize goals and objectives
- Develop an implementation plan time line
- Further develop the above staffing structure recommendations, consistent with the states proposed standards, for required skills, duties, and pay ranges
- Identify preliminary hardware, software, and possible contract service needs
- Develop an achievable and reasonable budget
- Design a funding structure equitable to the demands and needs by each division
- Seek possible funding sources
- Determine if it prudent to pursue justification for establishing an increment in the ADF&G budget

Attachments Providing Specific examples of the problems, goals and objectives, and implementation plan from each division are included

Wildlife Conservation Attachment

DRAFT: January 31, 2000

WC Overview:

1. The division website currently consists of three servers: the state DIS server in Juneau, the Information Management server in Anchorage, and the Region 3 server in Fairbanks. Division of Admin maintains an additional server that handles online sales of licenses, tags, and drawing permit applications.
2. **Region 1, Region 2, some Region 3, Region 5, Statewide Programs, and general statewide information is posted on the state server. Information Management (permitting) materials are posted on the division’s Anchorage server. Some miscellaneous (i.e., 40-mile caribou herd movements) and redundant information is posted on the Fairbanks server.**

WC Problems:

1. There is no division-wide mission or plan for the website; there is no formalized department-wide guidance.
2. Lacking a department internet policy or guidance, the division has no consistency in server domain names or web addresses to facilitate visitor navigation and use.
3. No division personnel have received training in writing HTML or producing efficient and effective web materials and services. Consequently, some webpages are poorly designed, resulting in long download times, and inconsistency in functionality and appearance among different web browsers.

4. Due to the press of other duties, non-dedicated web staff cannot keep up with division demands to produce/post webpages. Requests to post materials or to provide guidance in design are not always met by the division's designated webmaster.
5. The department/division lacks many resources, including a webpage devoted to announcing public meetings and other items requesting the public's input (such as review of programs or documents). The Lt. Gov's office runs the Alaska Online Notice System (AONS), but using it is cumbersome and not very user-friendly, and it definitely does not key in on a specific audience (i.e., those interested in fish and wildlife issues). Like the AONS system, however, the ADF&G page would benefit from a specific format for announcements and a single responsible person who would post and remove notices in a timely manner.
6. The search engine on the ADF&G web site is close to worthless. The department/division needs a search engine that is specific to ADF&G's materials.

WC Goals & Objectives:

The Division website should facilitate the following division objectives (numbers 1-6 were identified by the division's Public Services Work Group):

1. Ensure reasonable availability of all licenses, tags, permits, harvest tickets, and sealing services throughout the state to facilitate regulatory compliance by hunters.
2. Encourage participation in, and understanding of, the regulatory process and the basis for regulatory decisions.
3. Develop and implement a multi-level service model (i.e., rural, urban, statewide) that provides consistency and quality at each level with a feedback mechanism for measuring success.
4. Provide public service in a manner that achieves the highest level of customer satisfaction.
5. Identify what information and services would help users, other than hunters, better enjoy and appreciate wildlife; develop and deliver programs and materials to meet those identified needs.
6. Develop an education curriculum and campaign to promote public understanding of who we are and what we do as Alaska's primary source of wildlife information.
7. Provide timely, accurate, comprehensible (i.e., written in lay terms), concise, complete, and easily accessible information regarding all aspects of DWC's activities and functions to all members of the public. The website needs standards, including a department-wide "look" for the web site, and a policy that addresses which sites should be linked to and from (the credibility of information can suffer greatly if this is not addressed).
8. The division needs to involve staff (perhaps in the form of work groups) in addressing the needs of the division with respect to our website. There will be multiple goals and objectives for the web site. We need to plan for different needs and goals. For example, we need to look at ways to: (1) provide public outreach and public input on projects, (2) post statistical or biological information that will be used by those researching specific subjects, (3) communicate general announcements (such as emergency closing of seasons or units to hunting, or how to apply for a McNeil River bear-viewing permit), and (4) make interactive GIS services available. Not all of these needs and interests will be served by the same mechanisms. It's important for individuals designing the goals, objectives, and means of implementation to fairly represent or be aware of the various needs. For this reason, it could be a mistake to have only a planning person or only a biologist make these decisions, because their focus

might be limited to their specific areas of expertise. The best "generalist" might be an information officer or someone involved in public service and education.

9. We need to pay close attention to building into the system expanded means of making our web site interactive. For example, electronic submission of certain forms (e.g., McNeil River permits, which is already possible), GIS mapping capabilities, or input in response to draft documents needing public review. Perhaps certain reporting requirements can be handled electronically as well, and ultimately it would be desirable to have all electronic purchasing occur on the web (i.e., licenses, permit applications).

WC Implementation Plan Ideas:

1. Hire a full-time division webmaster who can demonstrate basic page design skills, who understands web navigation requirements, content review and control, and has a background in writing and editing (e.g., Publications Specialist III, Range 19). Do not hire someone who needs on-the-job training.
2. Assign an Analyst Programmer III to work with the division webmaster to provide assistance in bringing up and maintaining servers and tying in databases.
3. Obtain regional commitments to offer training and support to *willing and interested* "web techs" to work on regional webpages. Web techs could be in any job class, but they must be encouraged to allocate a minimum, specific percentage of their workweek to web-related work.
4. Eventually, the department needs its own server, which would allow for consistent and concise web addresses (URLs), effective search capabilities limited to department materials, and tracking of web access statistics. This would help in addressing public outreach problems or evaluating how successful projects have been in involving the public in processes. If the Internet is truly going to replace "hard copies," we need to be able to measure how successfully it is doing so.

Evaluate how effective our electronic medium is serving the public by adding an electronic "tell us how we're doing" form.

APPENDIX C Education Efforts Currently, Historically or Potentially Employed by DWC

Generated by Education & Information Working Group 11/2/00		
<u>Topic</u>	<u>Audience</u>	<u>Technique</u>
Agency ID, careers, natural history, habitat	Youth, urban & rural	Camps – Habitat on Creamers, Earthquest, coop with other agencies
Agency ID, Issues	News Reporters, Community	Visit reporters to introduce agency & issues, offer proactive info
Ballot Initiatives, issues, complexity of issues		Better education/info from DWC: Dept positions; both sides; give out neutral info
Bear Baiting, moose hunting, brown bear hunting	Hunters	Hunter Info Clinics
Bear Safety	Community, Nonres, Youth	Video produced in Yukon, we are partners
Bear Safety		“No fish, no food, no garbage” campaign
Bear Safety for youth	Youth Group Leaders	Presentation & flyer
Bear safety, biology, etc.	Schools	Interactive CD-ROM
Bear/human interaction	Community	Coordinator position & program
Bears		Video
Bears, nuisance	Community	Information provided
Biology	Community	Involve locals in research projects (AK Wildlife Curriculum being revised)
Biology	Schools	
Biology	Students, University (UAA & APU)	Extra credit or requirement includes AK Wildlife Curriculum
Biology	Youth	“Science Camp”
Biology & politics	Schools, High school	Curriculum
Biology principles	Schools, teachers	Project WILD workshops for teachers
Biology, behavior	Teachers, Youth group leaders	Science education program @ McNeil River (10 special permits)
Biology, careers	Students, college	College Interns
Biology, issues	Nonres	Trained naturalists on cruise ships
Biology, issues	Nonres Teachers	Create Institute with UAA for teachers to study while in AK
Biology, Management	Planning team members, Community	Presentations by staff
Biology, management	Schools	Presentations by staff
Biology, Research Projects	Schools, Community,	Posters about projects in lobby &

Bird viewing	Region III	schools
Brown bear viewing, behavior & biology	Men, Women	AK Viewing Guide
Conservation, Community	Community	Pack Creek on Admiralty, coop with USFS
Conservation, how individual plays a role		Actively support SC's village initiative
Conservation/hunting link	Community	Creamer's video
Conservation/hunting link	Hunters	Integrate Potter Marsh facilities with Rabbit Creek Rifle Range
Cross Cultural training	Staff	Integrate hunters into watchable wildlife programs (ask about incidental sightings)
Evaluation and measures of educational programs		Develop evaluation methodologies and performance measures for education programs
Field work	Youth	Involve youth in field work (capture caribou, radio collar, etc.)
Habitat	Schools	Grants for school hab. Projects
Habitat issues	Community	Moose Exclosures
Habitat, bison biology, safety	Community, Nonres	Interpretive signs, Delta Bison Range and Creamers
Habitat, etc, Get past "this is"	Community, Anchorage	Lobby – re-do as better educational venue/tool
How to teach	Staff (biologists/frontline)	Training & support
Hunter Ed		Full time hunter ed instructor to teach anywhere, any time
Hunter Ed/Firearm Safety	Community, Hunters	Rabbit Creek Range Classes
Hunter Education	Community, Hunters	New Hunter Ed Curriculum
Hunter Education	Hunters	Volunteer Instructors
Hunter Education	Hunters, Community	Hunter & Bowhunter Ed through HIT program
Hunter Education	Volunteer Instructors	Statewide drive to recruit and get regional certification
Hunter Education		Integrate into division programs better
Hunter education, firearm safety, shooting skills	Hunters, Community, Youth	Hunter Education, New indoor shooting range, Videos
Hunter Heritage, Trapper heritage, pelt care, cow moose management		
Hunter Information & Training	Hunters, Community	HIT through Community Schools

Hunter orientations Delta bison, muskox		
Hunting	Military	Hunting info clinics
Hunting	Youth	“Take a Young Person Hunting” week (2nd week of Sept.)
Hunting, bison, sex I.D.	Hunters	Pre-bison hunt clinic
Hunting, Bowhunter Education	Hunters	Bowhunter Education program
Hunting, Brown Bear	Hunters	Hunter Info Clinics
Hunting, Cow moose	Hunters at check stations	Coffee mug with cow moose population diagram
Hunting, field dressing	Hunters	Education moose hunts on Kenai and processing road kills
Hunting, fishing, wildlife & fish nat. history, Agency ID	Community	National Hunting & Fishing Day
Hunting, Moose	Hunters	Hunter Info Clinics
Hunting, shooting, fishing skills, wildlife conservation	Community , Youth	Kids F&G Fun Day, partner with other organizations/agencies
Hunting, shooting, viewing, other skills	Men, Women, Youth	Parent-child WL skills workshops
Internet, permission to put future education materials on		
Location of area-specific materials		Brochure
Management	Students, college, entry level biologists	Work with University - develop wildlife management curriculum and more internship programs
Management issues	Advisory Committees	Presentation
Meat care & processing		Video
Media, dealing with it	Staff	Training & support
Planning & education	Community. Region V	Regional planner position
Public lands access		Database (maybe on web)
Refuges, sanctuaries & critical habitat areas		Develop education program
Regs	Community, Hunters	Cheat sheet:” of regs mailed out to box holders in Reg. V
Regs, etc.	Hunters	Hunter Check Stations Yukon & Kuskokwim Rivers
Regs, WNS, etc.		DWC website
Regulations, biology, etc.	Hunters	Hunter Check Stations
Regulatory process, public involvement	Community	Brochures
Shooting	Youth	Youth Shooting Development program 3 nights/week

Shooting	Youth	4-H shooting sports program
Shooting, firearm safety	Community, Youth, fairs, shows, Schools	DART trailer
Shooting, hunting skills (also fishing and other skills)	Men, Women, Youth	“Beyond BOW” workshops
Shooting, hunting, other outdoor skills	Youth	Programs, workshops
Shooting, hunting, outdoor skills	Men, boys	BOW for men/boys = BOM(b)
Shooting/hunting outdoor skills	Women	“Women in the Outdoors” evening sessions
Shooting/hunting, fishing & other skills	Women, Men	Becoming an Outdoors Woman Workshops
Special areas and regs	Hunters	Hunter Info Sheets & maps
Species biology	Community	Species brochures
Species biology (Sandhill Crane, loon, bear, mink, beaver)	Community	Species Festivals/beaver roundup (partner with groups/agencies)
Species information		Local lecture series
Species Information with related Activity	Teachers	Posters
Species information, Alaska wildlife, tundra	Schools	Education kits
Species nat. history, ecology	Schools	Wildlife Classes in hgschools
Species Natural History	Community	Printed sheets & brochures (WNS)
Species natural history	Teachers	Teacher’s Guide to WNS
Species Observations		Data collection, would state we value this information and that we share resources
Species related issues	Community, Schools	Workshops
Species,	Community	Presentations by staff
Species, 40mile herd	Community, Planning Team	Poster contests, presentations
Species, awareness	Community	Great AK Goose Watch contest
Species, biology	Community	Naturalist program @ Campbell Creek Science Center
Species, biology	Community, Board or RAC members	Village observers in surveys
Species, Bird ID & migrations	Schools, Fairbanks 5th Graders	Presentations at Creamer’s
Species, Caribou collar locations	Schools, Region V	GIS maps of collar locations, also may put on website
Species, hunting, trapping	Community, Teachers	Films & videos
Species, Moose biology	Volunteers	Programs at Moose Pens

Species, natural history	Community	Creamer's farmhouse nature center & Resource Library
Species, Osprey biology	Schools	Osprey banding project
Species, Raptor information	Community	Partner with Raptor Center in Juneau
Species, Steller Sea Lion biology		Video
Species, WAH Caribou Management	Community, N and W Alaska	WAH Caribou Working Group – newsletter to 12,000 box holders
Species, WAH Caribou, wildlife management, trust in system	Schools, Region V	Onion Portage School Program – kids help collar caribou
Species, Western Arctic Caribou herd		Website with education info
Steel Shot	Hunters	Clinics (very effective)
Steel shot, reloading, muzzleloader, gear, survival, navigation, sighting in rifles, bear hunting	Hunters	Clinic series
Traditional knowledge, Integrate into curricula	Teachers	AK Rural Systemic Initiative
Trapping	Trappers	Trapper classes
Trapping	Trappers	Snaring course, trapping clinics
Trapping		Trapper Ed program like Yukon's
Trapping, Wolf Snaring	Trappers	Wolf snaring clinics, partner with AK Trappers Assoc.
Values (and range of values) regarding wildlife		Video or curriculum
Ways to deliver education services		Conduct public survey
What do you need?	Community, residents	Regular campaign to ask
What kits are needed		
Wildlife/human interactions	Community	"Living with Wildlife" seminars (with Nature Conservancy)
Wildlife/human interactions, Living in harmony with WL	Realtors	
Wildlife/human interactions, Moose/vehicle accidents	Community	"Give Moose a Brake" program
Wildlife/human interactions, Nuisance WL and Safety	Community	Wildlife in Neighborhoods (WIN)
Wildlife/human interactions, Pet issues (hybrids, cats eating birds, etc)		Education campaign
WL Issues	Legislators	Seminars for legislators

WL News		Banner news on internet
	Civic & Outdoor Orgs	Presentations by staff
	Community	Newspaper (Heartland) article monthly
	Community	Train volunteer naturalists at Creamer's (credit course)
	Community	Antler Boards in Malls
	Community	Radio program (weekly)
	Community	Radio programs in Bethel & Barrow
	Community	Interior Outdoors – 90 sec radio/tv program
	Community	Radio appearances monthly
	Community	Seasonal Outdoor Shows:
	Community	Edit, Write newspaper & magazine articles
	Community	Lecture series by Staff at Library
	Community	Marine Mammals seeks village volunteers for field work
	Community	Spring Sportsman's Show in Reg II
	Community	Monthly newspaper article Bethel (partner with FWP, FWS, etc.)
	Community	Radio program McGrath & Bethel
	Community	Training with Americorp volunteers
	Community	Calendar/poster series
	Community	Local area education paid position
	Community	Newspaper pages in Anch. Times, others
	Community	Coordinator to assist EPA funded tribal environmental ed positions
	Community	:30-:60 Radio/tv spots or programs, purchase air time
	Community	Bush equality for WL education
	Community	Booths at state/local fairs
	Community, Hunters	Region III office lobby
	Community, Mendenhall State Refuge	Provide interpretation
	Community, Nonres	Alaska Fish & Game Magazine
	Community, Nonres	Provide information on request
	Community, Staff	Inventory and advertise what materials available now
	Community, tourists	Interpretive signs & self guided

Community, Youth	trails at Creamers Training with EPA tribal educators
Curriculum specialists and community educators	Training program
Hunters	Quarterly Hunter Bulletin
Hunters	Hunt Alaska Supplement
Hunters, trappers, others	Partner program with user groups to provide mentors
Local village representatives (license vendors, others)	Training
New Residents	“Welcome to Alaska” kit
Nonres teachers & agencies	Provide info on request
Nonres, Community	Staff riding ferries as naturalists
Schools	Speakers Bureau, Partner with other agencies
Schools	Participate in Sea Week
Schools	Mendenhall River Interpretive watershed plan, also teachers guide
Schools	Provide requested information
Schools	Formerly Alaska Wildlife Week, now Alaska Wildlife Curriculum
Schools	Provide info for projects, give presentations
Schools	Presentations by staff
Schools	“Canned” slide shows for presentations without biologist
Schools	BLM Outdoor Week
Schools	Curricula (designed with and adopted by School Boards)
Schools	Integrate WL into other subjects
Schools (3,000 Fairbanks students K-7 in spring)	Seasonal program at Creamers (spring & fall)
Schools, Civic Orgs	Provide speakers & lesson plans
Schools, Delta	“Outdoor Class” in Spring
Schools, Galena & McGrath	Students participate in research projects.
Schools, Juneau	Served on Science Curriculum Committee
Schools, Kenai	Wildlife Education (includes Hunter Education)
Schools, Nome	Education kits
Schools, orgs	Assist with their materials and

Schools, Region V	infuse with ours
Schools, teachers	Area Biologist Outreach program
Schools, Youth	Provide information
	Science Fair Judges, special F&G award for wildlife oriented project
Schools, Youth Groups	Lending Library of books, specimens, slides, tapes
Schools, Youth Groups	Loan materials (3-4,000 kids in Fairbanks alone)
Schools, Youth Groups, Day Care, Day Camps	Presentations by staff
Schools, Youth Groups, others	Partner with Alaska Bird Observatory
Schools, Youth Groups, others	Seasonal weekend programs at Creamers
Scouts, Youth Groups	Staff acts as badge counselors
Staff	Greater commitment of furtherance of training
Staff	Annual presentation on education at Regional meeting
Students, Graduate	Staff serve on grad. Committees, teach at University level
Students, High school	Mentor list for subjects
Students, High School	Scholarship program with work opportunity
Summer camps, youth groups, Community	Seasonal Presentations by staff
Teachers	University level class
Teachers	ANROE (AK Natural Resource & Outdoor Education) Committee
Teachers	DWC Website with links to info sources, education agencies/orgs
Teachers	Summer workshops at Pack Creek or other ADF&G sites
Teachers	DWC present at inservices
Teachers, Youth Group Leaders	Alaska Wilderness Leadership School
Teachers, Youth Group leaders	Create WL Educator award, (trip to Round Is, other places)
University students	Lectures by staff
Vendors, fur sealers	Training on F&G info
Volunteer educators	Incentive & Recognition program
Youth	Presentations at Summer Camps & schools

Youth	Junior Conservationist Program (badge)
Youth Group Leaders	Inservice
Youth Groups, Schools	Info Centers should have educational materials on hand
Yup' ik Community	Radio w/Yupic Q&A format
	Partner with other agencies (injured raven cage)
	Initiated and Participate with SE Coalition of Outdoor Educators
	Wildlife Sighting log sheets
	Videos
	AK Correlation Guide
	Provide materials to ARLIS library, APLIC & APU & Campbell Creek Science Center
	Partner with FWS to develop materials and kits
	Develop PSAs
	Calendar
	Personal 1 on 1 contact in offices
	DWC Statewide Education Coor. (to work within Dept, too)
	Regional Education Coor.
	"Earthwatch" model to involve people in research/mgt projects
	Displays about available opps.
	Involve young people in conservation education opps.
	Complement other group/agency activities
	Coordinate education projects with other agencies when possible
	Distance delivery classes
	Keep Library of presentations and items produced
	TV PSAs with paid slots
	Coordinate with village Natural Resource Directors and with DPS
	Intra-office website or database re: educational materials, link to Teacher Resource (clearing house)

Better web accessibility – need
better organization/design
University & Community Schools
courses about wildlife
Work with colleges & universities
to train students
Develop partnerships, not just
materials
Educational Conference
Develop method for updating
materials, information and
maintaining them

APPENDIX D Major Statewide Education Strategic Issues

Major Statewide Education Issues in the Division of Wildlife Conservation 4/02/01

I. Conservation Concepts:

A. Conservation Education

Desired Outcome: Instill and improve basic knowledge of ecological principles in Alaska.

Target Audience: All Alaskans and visitors with an interest in Alaskan wildlife

Established Programs: Project Wild, Alaska Wildlife Curriculum, Refuge programs, Youth Group presentations, BOW, HIT, partnering with existing groups.

New Ideas: programs targeted directly at youth (formal and informal settings), classes for adults through University of Alaska, other colleges, Community Schools, classes targeted at Youth Group Leaders,

Intended Results or Methods:

Use an appreciation-to-responsible-action model to teach: conservation education; wildlife biology; habitat concepts; and ethics.

Teach environmental and ecological concepts using consistent broad conservation messages including habitat issues/concepts; predator/prey interactions; stewardship/environmental literacy; and harvestable surplus and consumptive use of wildlife.

Understand threats to wildlife: exotic animals; human pop. Growth; development Issues; over harvest; & wolf hybrids.

Protect/enhance important wildlife habitat: logging old-growth; public fear of fire and misunderstanding of use.

Note: These are some of the basic building blocks on which understanding of nature and wildlife is built. Both adults and children benefit when they learn more about the natural world. Audiences unfamiliar with consumptive uses should be exposed to the concepts that make it sustainable. Consumptive users should be exposed to a message broader than the harvest of wildlife.

B. Management and Research

Desired Outcome: Help Alaska wildlife users understand the implications of DWC research results and management actions as well as the impact of public actions on these efforts.

Target Audience: All Alaskans and visitors with an interest in wildlife

Established Programs: All DWC research and management efforts are detailed in formal reports, but not reproduced for public consumption.

New Ideas: Information from research and management projects could be incorporated into the Alaska Wildlife Curriculum and/or presentations, website and/or other publications for the public (magazine?).

Intended Results or Methods:

Example: Presentation of information about fire and habitat could help people understand more about motives for prescribed fires.

Note: This issue is related to the issue “Effectiveness”.

II. Developing/Maintaining Skills:

C. Hunter/Trapper Education

Desired Outcome: “Put more ethical hunters in the field.”

Target Audience: Alaska’s current and future hunters and trappers

Established Programs: HIT, regional training clinics

New Ideas: Trapper Education curriculum

Intended Results or Methods:

Promote hunting & trapping
Improve ethics of AK hunters & trappers
Minimize wounding loss
Effectively teach a fair chase ethics
Species specific hunting clinics
Hunting and trapping skills
Ethics and user conflicts
Regulations

Note: No trapper education program is currently sponsored by DWC, however, we have partnered with the Alaska Trapping Association to provide some training.

D. Wildlife Enjoyment & Appreciation

Desired Outcome: Teach skills to help Alaskans and others enjoy wildlife in a variety of ways. Provide timely, accurate and unbiased information about Alaska’s wildlife to these ends.

Target Audience: Alaskans and visitors with an interest in wildlife

Established Programs: State refuges/sanctuaries, Project WILD, BOW, and HIT

New Ideas: formal classes in: ethical/safe viewing techniques; “Inviting Wildlife to Your Yard;” wildlife photography; species information on Alaska bird watching specialties

Intended Results or Methods:

Promote public appreciation / use of wildlife

Improve ethics of AK viewers and photographers

Appreciate, acquire, and improve skills relating to use and enjoyment of Alaska wildlife

How to enjoy wildlife safely, ethically and legally

Increase viewing

Improve field skills

Recognize nontraditional users

Different needs for different audiences: tourists, youth groups, school children

E. Safety and Avoiding Conflicts with Wildlife

Desired Outcome: Encourage people to be knowledgeable and behave responsibly in order to avoid or minimize unpleasant wildlife experiences.

Target Audience: Anyone in Alaska directly in contact with wildlife or who has an impact on habitat

Established Programs: Bear & Moose safety presentations to youth/outdoor groups, “Give Moose a Brake” program on the Kenai, ADF&G “oil field grizzly bear conflicts” classes to industries, brochures & flyers. Nuisance issues are usually handled by area management staff.

New Ideas: Incorporate moose and bear safety into AK Wildlife Curriculum, classes for adults through Community Schools.

Intended Results or Methods:

Address wildlife safety, nuisance wildlife, baby animals, disease and DLP issues

Reduce conflicts such as garbage bears, moose-vehicle collisions, feral dogs, cats

Improve moose/human safety: vehicle accidents, garden conflicts

Specifics on nuisance animals: beavers, squirrels, winter-killed animals in awkward locations, Wildlife disease issues: rabid foxes, hunter-killed animals with contagious diseases

Note: Alaskans lose more than \$1,000,000 per year in moose-vehicle collisions alone not counting injuries and medical care. Living safely and cooperatively with wildlife is important to wildlife populations as well as to humans.

G. Traditional Wildlife Uses

Desired Outcome: Provide accurate, timely and unbiased information about Alaska wildlife to those actively practicing subsistence, hunting, trapping and other traditional lifestyles (*(This objective is shared with the Public Service Working Group.)*)

Target Audience: People practicing these lifestyles in Alaska

Established Programs: Regional and local emphasis on established DWC research and management efforts

New Ideas: Teach biological concepts and traditional knowledge about caribou to School kids in NW Alaska; Caribou calendar?; Expand *Caribou Trails* newsletter

Intended Results or Methods:

Explain State vs. Federal laws and their impacts on hunters

Address concerns about wildlife management conflicts

Make DWC a resource to assist subsistence users

Note: Subsistence is more than a conflict between user groups. We need to provide information to assist subsistence users (safe food handling suggestions, regulations, resolving bear problems, etc.) Very few people understand what the subsistence conflict is about. Many subsistence users would like to know more, and most would appreciate understanding the basics enough to make sure they don't violate State or Federal laws.

III. Involvement in Decision Making and Public Issues

G. Public Policy Making (“Headlines,” overlaps with “Brushfires”)

Desired Outcome: Provide timely, accurate and unbiased public information about Alaska wildlife that will assist in resolution of contemporary public issues and set the direction of public policy.

Target Audience: Stakeholders in issues affecting Alaska wildlife.

Established Programs: When “critical mass” is reached, most of these issues are handled from the Governor’s, Commissioner’s or Director’s offices. Proactive efforts include Project WILD, news releases and presentations. Most efforts have traditionally taken the form of reactive responses to questions. Conservation education and management/research education efforts can help address these issues at other times.

New Ideas: Proactive efforts on known controversies, university level class on “Current Wildlife Controversies.”

Examples of Topics:

ANWR petroleum development
Predator control/intervention
Subsistence use conflicts
Tongass forest uses
Prescribed Fire conflicts
Sea mammal/pollock fishery conflicts

Note: There are planning, research and management components that are also necessary for addressing these complex public issues.

H. User Group Tolerance

Desired Outcome: Minimize conflicts between AK wildlife users and encourage tolerance of the values and practices of others through use of appropriate wildlife education techniques.

Target Audiences:

Hunter/non-hunter
Urban/rural hunters
Upriver/downriver, aircraft/airboat/ATV/boat/road hunters
Trappers/skiers/mushers/hikers
Alaskans/non-residents
Trespass issues
Local/non-local
Subsistence issues
Consumptive/non-consumptive

Established Programs:

Regional planning efforts and some of the regulatory process planning efforts, Cooperative efforts with User groups, BOW

New Ideas: Expand planning and problem solving efforts, provide more training and direction for advisory committees, develop more coordinating bodies between state and federal regulatory systems

Intended Results or Methods:

Many have goals of enjoying wildlife, and actual conflicts are less common than perceived conflicts. We can play a role in helping people understand different types of uses and ways to enjoy wildlife without causing problems for others.

I. Regulations/Regulatory Process

Desired Outcome: Improve public understanding and participation in the Alaska Board of Game regulatory process, dual management.

Target Audience: All potentially affected publics with an interest in Alaska Wildlife

Established Programs: BOG regulatory process and attendant information efforts (news releases and interviews), 1 on 1 discussions with public, radio talk shows, HIT

New Ideas: More DWC and Boards support is needed for the advisory committee process.

Intended Results or Methods:

Better info on how regulations are made

Improve understanding of how BOG and advisory committees function

Schedules for areas/topics

Improve understanding/compliance with regs and laws

Simplify regs

Explain intensive management law

Educate license vendors

Challenges of dual management with Federal agencies

Note: Alaska has one of the most public systems of making wildlife laws in the world. Many people are concerned about the process, fearing it is not fair and doesn't allow representation by all Alaskans. Knowing more about the system will focus attention on it and allow people to "fix" the system when and if needed.

J. Planning

Desired Outcome: Promote awareness of and public participation in DWC planning processes.

Target Audience: All potentially affected publics with an interest in Alaska wildlife

Established Programs: DWC strategic planning; regional planning efforts on specific management issues or populations, 1 on 1 discussions with public, radio talk shows

New Ideas:

Assess and attempt to standardize planning procedures within DWC.

Explain Stakeholder Group Processes to public.

Intended Results or Methods:

Improve public participation in strategic planning

Note: Most planning efforts include the notion of shared relevant information among stakeholders. There is thus a close connection between education and planning efforts.

K. Urgent Unplanned Issues

Desired Outcome: Effectively deal with unplanned urgent issues without seriously disrupting other DWC education efforts.

Target Audience: All Alaskans and others with an interest in wildlife

Established programs: primarily reactive to demands

New ideas: “Hot Line” toll free number for current information on hot issues

Note: This category identifies all unpredictable, unscheduled events having an educational component including user group conflicts and politically charged issues.

IV. Effectiveness:

L. Training and Staff Effectiveness

Desired Outcome: Improve DWC agency effectiveness by improving education capabilities and ability to work with volunteers.

Target Audience: All “traditional” plus new or “non-traditional” DWC audiences

Established Programs: This issue calls for evaluating existing educational programs and designing new programs with an evaluation component.

New ideas: “Working Effectively with Volunteers” training for staff

Intended Results or Methods:

Improving the effectiveness of our agency

Generate public awareness and understanding

Advertise what we do

Improve cross-cultural communications

Improve communication internally

Bring back the (ADF&G) magazine

Make brochures

###

APPENDIX E Recommended Education Methods and Programs

METHODS AND PROGRAMS TO BE CONSIDERED WHEN DESIGNING OUTREACH PROGRAMS

Methods:

Magazine

Website

Statewide TV program

Info Center's

Science Camps

Programs

Statewide Community-Based Education

School based conservation Education

- Project WILD
- Summer Science/conservation camps
- Kenai Peninsula Borough School District Hunter Education Program

Firearm Safety/Hunter Education/Trapper Education

- Review of programs to determine success
- Take a young person hunting" program
- Steel shot

Becoming an Outdoors-Woman/Becoming an Outdoors-Man (BOW/BOM)

Nuisance Wildlife

Voting & public issues

Staff effectiveness/Training (information/education techniques training)

APPENDIX F Criteria for Prioritization

Creation of criteria for prioritization:

1. Identify issues
2. Prioritize
3. Apply planning model (see **Appendix G**) to determine optimal educational/informational approach

Prioritize using the following criteria:

A. Benefits:

1. **Importance** to management issues and goals (How does this fit into management objectives)
2. **Urgency** (Is this a pressing concern? Is the public's safety at risk)
3. **DWC Mission** (Does this relate directly to our mission? If not- why do it?)
4. **Initial feasibility** (Is this something we can realistically effect? And is education an appropriate tool given the situation?)
5. **Affordability** (What are your resources internally and externally?)
6. **Efficiency** (Will education provide the "Biggest Bang For The Buck" in achieving required results?)
7. **Public interest and need** (Does the public want this service, program, information?)
8. **Equity** (How does this fit with other educational efforts in your area, region and the state?)
9. **Balancing needs** (Is this a short-term or long-term issue)

Remembering the time management matrix:

A. Urgent Important	B. Not Urgent Important
C. Urgent Not important	D. Not Urgent Not Important

Our programs must focus on A & B to be efficient and effective.

B. Costs:

1. **Barriers** (What barriers exist that will need to be dealt with for success?)
2. **Redundancy** (Do other resources, programs, agencies address this issue already? Is so, is partnering and coordination preferable?)
3. **Other tasks** (What will not get done in order to do this?)
4. **Inaction** (What will occur if we do nothing?)
5. **Staffing** (Who will do the work?)

APPENDIX G:

Using Education/Outreach as a Management Tool: A Basic Planning Model

The following model, or one similar, is recommended for use by regional and statewide educational programs to address management concerns. This approach will insure that educational programs address specific needs, rather than creating “feel good” programs that do not affect change.

The following steps provide a basic planning model:

1. Identify the Problem/Issue

There are many specific management problems/issues that education, information and outreach can effectively address to reach desired outcomes where public action impacts wildlife conservation. Identification of issues and problems links the education/information/outreach efforts directly to management goals.

2. The Message

The message or messages must be clear, concise, and repetitive to be most effective. Describe who you are, what you do and why you do it to identify your program. If you are addressing a resource management problem, identify the message that will lead to the behavior change that will solve it.

3. The Audience

We cannot send a clear, consistent message without knowing whom we're sending it to. Of many audiences you might select, choose the one or two that can have the most influence in solving the problem. Learn about those audiences. The better you understand your audience, the better you can tailor the message to them.

4. Delivery Tools

How does your identified audience receive information? How much money is available for outreach? Finally, how much time do you have to get out the message? Select the appropriate delivery tool for your situation. And there are lots of them to choose from. They can be products, programs, events, and more. Keep up with high tech communications if your audiences use them. Be creative and remember that the question to ask is “Will this delivery tool get the message to my audience?”

5. Evaluation

If the right message is being delivered to the right audience, the identified behavioral change should happen. Identify ways to find out if the audience is receiving the message. For example, if your delivery tool is on the Internet, count the number of “hits” your page gets. Finally, is there a way you can document whether the behavioral change is happening? Is there a way you can document whether the resource management problem is being solved?

Key concepts to remember:

1. Clarification of immediate and long-term wildlife management issues and goals.
2. What are the public's goals and how do they relate to management goals?

APPENDIX H Quality Control Recommendations for Education Programs

“Quality Control Recommendations for Education Programs”

- ☐ **Consistency**
 - Message
 - Methodology
 - Publications/web postings
 - Copyright granting policies
- ☐ **Currency/accuracy of materials**
- ☐ **Currency/appropriateness related to current trends in educational pedagogy, interpretive sciences, current safety practices, etc.**
- ☐ **Ongoing evaluations of programs, usage, effectiveness**
- ☐ **External participation in development, review and revision**

***** Commitment of staff time and budget for these activities**

APPENDIX I List of External Sources for Future Input on Education Needs and Opportunities

Listings of external sources for future input on educational needs and opportunities

I. Cooperative management groups

- Advisory committees
- Working groups
- Flyway councils
- Federal Regional Advisory Councils

II. Schools, etc.

- School districts (teachers across curriculum and grade, administrators, communities, parents)
- Youth group leaders (camps, scouting, etc)
- University of Alaska (all campuses), Alaska Pacific University
- Alaska Native Knowledge Network and Alaska Rural Systemic Initiative.
- ANROE (Alaska Natural Resource and Outdoor Education Association (Board of Directors, ED & membership)

III. Groups with interests in wildlife

- Conservation organizations (including hunting/trapping, and non-hunting specific conservation groups)
- Preservation groups
- Outdoor recreation groups (hunting and non-hunting)
- Professional organizations/societies
- Tourism operators
- Environmental groups

IV. Government entities

- Borough governments
- IRA/Tribal councils
- Native corporations & non-profits
- Chambers of Commerce
- Other governmental organizations and local government communities
- Legislators and congressional delegates

V. Other agencies

- USFWS
- BLM
- NPS
- DPS/FWP
- EPA
- ADNR

Tools, not groups to contact:

- General surveys of the public (community targeted, AK, national)
- Dittman
- Consult Sport Fish SRTS when doing surveys and pre-existing examples in other states